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ABSTRACT

This report on vocational education and training (VET) reform in Lithuania is one of a series of country reports by the European Training Foundation on the reform process in partner countries. Chapter 1 provides basic data on the country. Chapter 2 describes the present situation and recent developments in VET. It covers main features of the educational system, strategic objectives for VET, and legislative framework. It looks at developments in these areas: administrative structure and decentralization; finance; adaptation of training to changes in the economy and society; identification of skills needs; quality standards and qualifications; promotion of continuing VET; social partners; involvement of enterprises in VET; equal opportunities; access to training; and vocational guidance and counseling. Chapter 3 describes international assistance and cooperation, including the European Union's Phare (VET reform) and Leonardo programs. Chapter 4 covers these challenges and further needs: skills needs analysis, institutional arrangements, and qualifications and training methods. Chapter 5 suggests these priorities for further assistance: measures for monitoring VET and its links with the labor market; teacher training; social partner involvement; equality of opportunity; and development of training and quality standards. Appendixes include key indicators, VET system diagram, legislative framework, responsible bodies, and international assistance. (YLB)

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[redacted] vocational education and training system

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COUNTRY REPORT

Lithuania

October 1997

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European Training Foundation

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The European Training Foundation is an agency of the European Community which works in the field of vocational education and training in Central and Eastern Europe, the New Independent States and Mongolia. The Foundation also provides technical assistance to the European Commission for the Tempus Programme.

European Training Foundation

Vocational Education and Training Reform in

LITHUANIA

A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (http://europa.eu.int).

Cataloguing data can be found at the end of this publication

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FOREWORD

This report on vocational education and training reform has been produced by the European Training Foundation based mainly on information provided by the National Observatory. The report consists of a condensed description of the present situation in vocational education and training and analysis of the main challenges facing vocational education and training reform in the country. It also outlines possible priorities for future assistance to sustain and further the reform process. The report will be updated in 1998.

In order to provide accurate, up to date information on the progress of reform, a network of National Observatories has been set up by the Foundation in partnership with the national authorities of the partner countries. These National Observatories, mainly hosted by existing organisations involved in the reform process, gather and analyse information on vocational education and training issues according to a common framework agreed with the Foundation. The Observatories are also responsible for the dissemination of their outputs. Since 1996, National Observatories have been set up in 22 partner countries eligible for support under the EU Phare[1] and Tacis[2] Programmes. The Foundation aims to set up Observatories in all remaining partner countries in these regions by the end of 1997.

This report is one of a series of country reports and factsheets which the Foundation is currently producing on the reform process in each of the partner countries. The Foundation intends to produce these documents on an annual basis. These reports are available from the Foundation and can also be consulted on the Foundation's Home Page on the WWW. Enquiries regarding the reports should be addressed to the Information & Publications Department at the Foundation.

Please note that more detailed information on vocational education and training reform issues in each country is also available directly from the respective National Observatory. Please refer to the list of National Observatories enclosed in this report.

Torino, October 1997

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1 In the Phare area, Observatories have been set up in Albania, Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovenia

2 In the Tacis area, Observatories have been set up in Azerbaijan, Belarus, Georgia, Kazakstan, Kyrgyzstan, Moldova, Mongolia, Russian Federation (Moscow and St Petersburg) Tajikistan, Turkmenistan, Ukraine, Uzbekistan.

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1. BASIC DATA

Since independence in 1991, Lithuania has successfully launched a widespread reform programme in order to achieve the three related objectives of: re-establishing an independent country, strengthening and extending democracy and pluralism, and re-orienting to a free-market and international economy. Government policy has centred on increasing integration with the international community and in particular the European Union. Lithuania has participated in the EU Phare Programme since 1991. The EU association agreement was signed in June 1995 and is awaiting ratification, and the country applied for EU membership in December 1995.

Geographic area:	65,200 km²
Total population / population density / growth:	3.7 million / 56.9 km² / growth: -1.1% est. 1995
Urban Population:	65% (1995)
Age structure:	0-14: 22% / 15-24: 14.6% / 25-44: 29.5% / 45-64: 22.1% / 65-max: 11.81%
Ethnic profile:	Lithuanian: 81.6% / Russian: 8.2% / Polish: 6.9% / Belorussian: 1.5% / Other: 1.8%
Languages:	Lithuanian (official), Russian, Polish
GDP-ECU/GDP per capita-PPP-ECU/ growth:	14 Billion (1995) / per capita 4,100 (1995) / growth 3.6% (1996) / 4% (forecast for 1997)
Inflation:	24.6% (1996)
Privatisation of state enterprises:	89% of eligible enterprises and 78% of state capital privatised since 1991.
Unemployment: (ILO definition)	7.3% (1996) / under 25's 5.1% (1996) / 25's and over 6.4% (1996)
Education budget:	5.7% of GDP (1995) / 0.67% for vocational education and training

2. RECENT DEVELOPMENTS IN THE VOCATIONAL EDUCATION AND TRAINING SYSTEM

2.1 Main features of system

Compulsory schooling lasts from the age of 6/7 to the age of 16 with general education comprising primary schools levels (6/7 - 10/11 years) and lower secondary schooling (10/11-15/16 years).

Basic vocational education (stage 1 - 2 years), concerns those students who have not completed lower secondary levels. Upper (post) secondary schools (3 years) or gymnasiums (4 years) (15/16-18/19) grant school leaving certificates.

There are two paths for secondary vocational education, one offering only vocational qualifications (15/16-17/18 stage 2) or the other offering both Maturita and vocational qualifications (15/16-19/20 stage 3). These are for students who have completed the lower secondary level.

Vocational schools (stage 4) are for students who have completed upper (post) secondary school and, depending on the profession, provide 1-2 year courses (18/19-20/21). There is one private and 105 state-run vocational institutions.

Colleges provide associated specialisation for students having completed upper (post) secondary or vocational schools (stage 4). These 52 state and 17 private colleges were converted out of former technical schools in 1991.

Vocational training is currently provided in several types of institution: vocational schools, colleges and vocational training (14 under Ministry of Social Security and Labour) and adult education centres (14 under various ministries). In 1994 12,144 students were enrolled and in 1995 11,812. In 1995, 5,000 students participated in basic vocational education and training, 41,988 in secondary vocational/technical training and 13,371 in post-secondary technical/vocational training. The drop-out rate for vocational training in 1995 was 8.4% or 4,163 students.

32.4% of registered unemployed are classified as long-term employed, 16.8% as having job skills with little demand and 4.1% as having no vocational training. The number of long-term unskilled unemployed is increasing. 43.7% of them have vocational training and 28.2% are considered unskilled (as of 1/97).

(Please refer to Annex 1 and 2 for further details)

2.2 Strategic objectives for vocational education and training

Despite the hardships of the transition process, the authorities have maintained an interest in restructuring the vocational education and training system. New educational models and curricula are emerging as the education system undergoes liberalisation. Because of repeated delays due to elections the 1995 draft Law on Vocational Training has not yet been enacted. The law was presented to Parliament by the deputy-minister on 2 April 1997 and is currently under discussion. It defines the future structure of the vocational education and training system in Lithuania and also regulates the activities and management of institutions involved. This is based on collaboration between state authorities and social partners.

The draft law and the 1994 "General Concept of Education in Lithuania" present the following global training objectives for vocational training and general education:

- to strengthen vocational education and training system institutions
- to decentralise vocational education and training policy making beyond the tripartite system already established.
- to provide the necessary vocational training and general education in cultural, scientific and technological fields which conform to defined standards and requirements for specified occupational profiles.
- to provide individuals with the conditions to improve skills and receive retraining in order to develop a flexible individual and social adaptation to the changing needs and conditions of a market economy.
- to encourage continuous improvement of vocational qualifications and to ensure the continuity of vocational training
- to provide the qualities necessary in vocational activity in order to develop independent and democratic principles within society and the individual.

2.3 Legislative framework

The 1991 Law on Education establishes the democratic principles of the modern Lithuanian education system but has few specific references to vocational education and training schools and colleges. The 1994 "General Concept of Education" has set strategic priorities for the education system as a whole (see above). These are in accordance with EU and Member State priorities. 1994 amendments to the 1991 Education Law allow for the creation of private education institutions.

A full reform of the vocational education and training system is defined in the proposed Law on Vocational Training which has now finally reached Parliament. This Law will establish the rights and duties of the vocational schools and their social partners, sources of financing and relations between young specialists and their employers. Other areas which are addressed in the draft law include: the licensing of vocational education and training institutions, counselling, initial as well as continuing training and financing. (See Annex 3).

2.4 Developments in specific areas

2.4.1 Administrative structure and level of decentralisation

Various ministries have responsibility for vocational education and training institutions: The Ministry of Education and Science has 65 vocational schools and 37 colleges, the Ministry of Internal Affairs has 3 vocational schools, the Ministry of Agriculture has 40 vocational schools and 12 colleges and the Ministry of Social Security and Labour has 2 colleges and 15 Labour market training centres.

The draft Law on Vocational Training proposes to make the Ministry of Education and Science responsible for initial vocational training policy and the Ministry of Social Security and Labour responsible for training policy for the unemployed. Other ministries play a minor role in vocational training. (Please see Annex 4 for further details).

In 1992, the Labour Market Training Authority, a state institution under the Ministry of Social Security and Labour, was established for regulating and co-ordinating labour market training. It supervises assistance for Labour Market Training Centres and prepares materials and programmes for labour market training and consulting at an international and domestic level. It also co-ordinates the work of other institutions of labour market vocational training, regulates vocational training in the labour market training centres and the work of the territorial labour market services. The authority produces curricula for improving the qualifications of vocational teachers. Under the Authority there are 6 regional labour market training services, 14 territorial centres for labour market training and 2 joint ventures in vocational training (Lithuanian-American and Lithuanian-German).

The legal framework has been changed, resulting in a decentralisation of the training system and introducing new, tripartite structures (government and social partners) for management and decision making at all levels. Lithuania is heading towards a mixed system and the state is encouraging greater involvement of the private sector in training provision, especially for continuing training.

2.4.2 Finance

Vocational education and training is mainly financed by the state, with very limited resources coming from the employment offices, employers and charitable sources. Continuing education is financed both through direct allocation from the Ministry of Social Security and Labour budget, and also through the Employment Fund. The draft 1995 Law on vocational education and training seeks to extend the range of financial sources. Article 50 of the draft Law defines financing sources for vocational education and training as: the state budget, the employment fund, the vocational training fund, local municipality budgets and other sources. Overall budget allocation to vocational education and training in 1995 was 0.67% of GDP.

Vocational schools and institutions of further education, other than agriculture colleges, are financed through the Ministry of Education and Science budget. In 1996, 71 million Litas ($17.75 million USD) were allocated to the 65 vocational schools under the Ministry of Education, while 62 million Litas ($15.5 million USD) were given to the 37 institutions of further education. This represents an increase of over 35% on the funding levels in 1995. In 1995, 56.5 million Litas ($14.125 million USD) were spent on financing labour market policy. Although difficult to measure with precision, it is estimated that non-state sources represent about 5% of the above budget.

Continuing education is financed both through direct funding out of the Ministry of Social Security and Labour budget and the Employment Fund. This Fund is an inter-ministerial institution for financing work experience in enterprises, skills updating for the employed and development programmes for the vocational education and training system. The Fund receives money from state budget subsidies and wage fund contributions of individuals. It is managed by the Lithuanian Vocational Training Council. In 1996, this activity received 370,000 Litas ($92,500 USD) from the Ministry, and 52 million Litas ($ 13 million USD) from the Employment Fund. 63.% was distributed to continuing vocational training.

2.4.3 Adaptation of training to change

In order to increase the flexibility of labour market vocational training centres, modular training methods are being implemented. The main advantages are the unity of goals and methods of training, integrity of practice and theory, adaptation of training complexity and volume to the needs of the learner, flexibility in choosing the duration of training. In 1991-95, 39,800 job seekers and 59,400 employees participated in various training programmes.

However, new teaching and education methods and curricula are now emerging and the education system is being liberalised, with the beginnings of privatisation. The number of vocational education and training courses and students is rising despite a largely uncoordinated approach and low public awareness.

A number of new professions, such as industrial commodity brokers, shipping-agents and bank employees have been introduced into vocational schools.

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To a certain extent it has been recognised that policy should address the requirements of the "information society". A $7 million World Bank loan has been agreed for the computerisation of the whole Lithuanian education system. Phare has started a distance learning programme.

More curricula are being offered in the fields of foreign languages and information technology and a related distance learning programme has already started. An optional information technology course is offered in the 1st, 2nd and 4th stages of training in vocational schools; the 3rd training stage includes a compulsory information technology course. Colleges have introduced such courses lasting at least 100 hours.

The Phare vocational education and training programme is introducing core skills into vocational education and training curricula. These core skills in areas such as information technology, foreign languages and environmental studies, are also promoting the ability to adapt to change.

2.4.4 Identification of skills needs

Labour market demand for skilled personnel in key sectors is increasing and even though the labour force is generally highly educated many of the skills required for a market economy are still lacking.

Much work has already been done in defining new occupations typical for market economies, however, the analysis of curricula shows that this is frequently done in a formal and somewhat mechanical way by merging several former specialised occupations into one. Due to the lack of institutions responsible for the development of standards, training levels often differ. There is also a need for qualifications with international currency and recognition, in order to enhance job mobility.

The government publication 'The General Concept of Education in Lithuania' (1992) indicates the desire to improve standards in vocational education and training and reduce skill mismatches. This issue is also covered in the draft Law on Vocational Training.

In order to forecast labour demand, the Employment Office of Lithuania (in co-operation with the Swedish National Labour Market -Authority) has developed methods for supplying long-term and short-term estimates. It sends questionnaires to employers and publishes this information in standard format ("Questions to Employer"). This information is then used by regional labour markets to create labour supply and demand estimates. Information on shortages of professions and trades is provided to training establishments and assists in planning the numbers of specialists needed.

2.4.5 Quality standards and qualifications

State curricula are developed by the Ministry of Education and Science, after conducting research into the demand for certain trades and professions or after receiving an appropriate commission from other ministries. Also schools may prepare curricula after researching the regional demand. Finally, employers or their representative organisations may invite schools to train specialists for certain trades.

In the period 1991-1995, more than 150 new curricula were proposed for training in various skills and trades.

Vocational schools maintain direct relations with the organisations for which they train future employees. The co-operation focuses on training in new trades and skills and building new curricula. Each curriculum must be reviewed by the appropriate employer organisations. Each year they are adjusted to new requirements and also include placement of students for practical training.

First year modular curricula for the 10 job families representing ten priority sectors for economic and social development in Lithuania were developed, approved and implemented in the 27 pilot schools as of 1 September 1996. Second and third year curricula for the 10 job families are being finalised and will be implemented in the pilot schools with the forthcoming 1997/98 academic year. Social partners are involved in the curriculum development process. A total of 700 modular lists have been developed and education levels defined. Learning materials for teaching the new curricula are being prepared.

In 1995 the Phare programme established the National Standard Group to define National Standards for Vocational Education and to develop the structure of education and competence levels in Lithuania based on levels systems existing in EU countries. This group comprises representatives of the Ministries of Education, of Labour and of Agriculture, policy-makers in vocational education, school directors and has been officially recognised in 1997 by the Government to act as a permanent National Advisory Group within the Ministry of Education. The National Standard Group has developed a study on National Standards in vocational education and training, analysing the present situation in Lithuania, comparing situations in some EU countries and providing suggestions for discussions with national authorities.

2.4.6 Promotion of continuing vocational training

In 1995, the Lithuanian Employment Office and the Lithuanian Labour Market Training Authority signed an agreement to offer counselling to people looking for jobs and the unemployed, based on joint research into how to adapt vocationally trained people. The national and regional groups responsible for building and implementing continuing vocational training curricula have been established to improve the services of the training and counselling groups in the regional employment office.

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The Department of Statistics reported that in 1995 95,000 people (c. 4.5% of the whole population of working age) participated in programmes offered by various enterprises for improving their vocational skills as well as retraining.

Several ministries have designed continuing training systems in their areas of competence.

The private sector provides more and more continuing training. There are 95 private institutions in Lithuania which offer vocational training for adults. Continuing training is also being delivered in enterprises in order to meet the emerging business needs.

Non-formal training is becoming more popular in the country. Responsibility for this area has so far only been outlined in the draft project for non-formal continuing training. Where a fee is charged for a non-formal training course, the training provider and the participant have to sign a contract confirming the contents and the terms. The draft project requires employers to grant employees participating in continuing training paid leave of no less than 5 working days p.a.

Certain institutions of higher education, further education and vocational training have departments or centres for continuing vocational training. Their work is regulated by their statutes or regulations approved by the university senates or the Ministry of Education and Science.

To make up for the lack of research in this area the Lithuanian National Observatory, located in the Methodical Centre, is conducting a sociological investigation into continuing training. It will cover aspects such as: education and employment profiles, training experience and evaluation, funding sources, needs and methodologies.

2.4.7 Social partners

The role of the social partners has been strengthened through the creation of the tripartite Lithuanian Council of Vocational Training. The role of the Council should be recognised by the proposed draft law and the Council will then be expected to:

- develop vocational training strategies;
- propose legislation on vocational training;
- propose action to ministries, municipalities, enterprises, institutions and organisations linked to vocational training;
- co-ordinate activities between the Ministry of Education and Science, the Ministry of Social Security and Labour, the Ministry of Agriculture and other social partners participating in the process of vocational training;
- co-ordinate foreign aid in vocational training.

The law proposes that the Council has an expert, advisory and counselling role and that its regulations will be approved by the Government on recommen-dation by the Ministers of Education and Science and Social Security & Labour.

The present Phare vocational education and training and Phare Staff Development programmes are playing an important role in stimulating the involvement of the social partners in national vocational education and training policy developments. Among these activities there are workshops on the Lithuanian economy and labour market. The reform is bottom-up starting from the schools with experts from the Ministry of Education and Science acting as co-ordinators.

2.4.8 Involvement of enterprises in vocational education and training

Some vocational schools offer training under a dual system, where part of the training is conducted in an enterprise.

Enterprises are also involved in setting final examinations. Since 1994, the qualifications and skills of vocational school leavers have been assessed by an external committee of employers approved by the Chamber of Commerce, Industry and Crafts. The chairperson of the committee and at least 50% of its members are representatives of employer organisations.

Enterprises participate in the expert committees of the Ministry of Education and Science and may contribute to the renovation and modernisation of school facilities for practical training.

The new law provides for dual system possibilities.

2.4.9 Equal opportunities

Female unemployment is greater than that of men. During the period 1993-1995, employment rate of women fell more rapidly. Female employment fell from 91.2% to 80.7%, male employment from 77.9% to 75.6%.

There is an increasing recognition of the emerging national patterns of unemployment, affecting particular groups (the young, the long-term unemployed, women) and particular regions. There is also recognition of the need for targeted responses to these differing groups but this is still at an early stage.

The proposed law ensures equal opportunity for access to higher education and vocational training.

2.4.10 Access to training

The "Concept of Education in Lithuania" gives priority to the needs of disadvantaged areas and people.

A special Rehabilitation Centre in Radviliskis has been established with bilateral assistance to provide vocational training for disabled people.

In order to give support to the disadvantaged, the Labour Exchange is implementing a specialised vocational training programme. Regional employment offices offer those looking for a job approved vocational training course leading to state recognised training certificates.

Article 4 of the draft law (Article 4) provides for the establishment of specific vocational training institutions for persons with special needs. Some centres of this type have already been established.

2.4.11 Vocational guidance and counselling

A system of vocational guidance and psychological counselling has been implemented in 6 major cities, Vilnius, Kaunas, Klaipëda, Ðiauliai, Panevëþys and Alytus. The centres are serviced by 35 consultants (25 psychologists and 10 teachers). Similar centres are planned for 4 further towns.

Vocational orientation and guidance is carried out in the following way :

- vocational counselling and information on all questions concerning the choice of a trade or occupation.
- individual psychological counselling
- group psychological counselling and meetings which take place not only at the regional service centres, but also at schools for general education.

3. INTERNATIONAL ASSISTANCE AND CO-OPERATION

3.1 Phare Assistance in the field of vocational education and training

In 1993/94 the first Phare programme in Lithuania was dedicated to labour market training system reform.

The Phare vocational education and training programme (1995) was the first substantial multilateral aid programme (4 MECU) to target vocational education and training reform. Activities have included the design of policies for restructuring and upgrading the labour market training system, curriculum design, teacher training, learning materials and equipment for 27 pilot schools. It also provides initial training, training for adults - including the unemployed - and policy development at local and national level.

The programme has 10 priorities: tourism infrastructure, agriculture and food processing, woodwork, crafts, health and social security, construction, electronics and telecommunications, transport, business and commerce, graphic design and printing.

The Phare programme has also established the National Standard Group (see section 2.4.5) which has carried out comparative studies on national standards in vocational education and training between Lithuania and EU countries. It also foresees the continuation of the vocational education and training programme and the development of new occupational profiles and new pilot schools.

In order to ensure the continuity of Phare, the Ministry of Education and Science established a Methodical Centre for Vocational Training in 1996. The activities of the Centre were agreed and prepared in co-operation with the German Vocational Training Institute (see Annex 5)

3.2 Preparation for Leonardo

Work for Leonardo has only just begun. The Leonardo office is situated in the same location as the National Observatory and there will be a close working relationship.

During 1997, a series of preparatory measures will be organised and the government will have to confirm to the European Commission precisely how it will finance its participation in the Leonardo programme. The Europe Agreement must also be ratified by the EU Member States before Lithuania can fully participate in Leonardo.

3.3 Other assistance

Bilateral activities with several EU countries, especially Denmark and Germany and international organisations such as the World Bank have addressed key areas viz. the dissemination of good practice from existing Baltic projects, the training of teacher trainers, the development of the "learning-company", vocational training for the disabled, 'dual system' training, the development of curricula and guidelines and the computerisation of the whole Lithuanian education system.

4. CHALLENGES AND FURTHER NEEDS

In spite of the progress that has been made, considerable challenges remain. These take into account the severe economic constraints which pervade every dimension of the education system. The formulation of state policy is of great importance and therefore the discussion and enactment of the draft law on Vocational education and training is increasingly urgent. Only this will define vocational education within a solid legislative framework and thus provide the necessary basis on which to establish social partners and officially organise the vocational education and training institutions. Although the Europe Agreement still remains to be ratified, accession aspects provide challenges for Lithuania in terms of the creation of a mature functioning market economy capable of coping with competitive pressure. This implies closer institutional relationships between the Labour Market and the vocational training system.

4.1 Skills needs analysis

The Lithuanian Labour Market can only now be analysed. Previous Labour Market analysis is considered to have been premature. This analysis is needed especially in order to have regional and sectoral information on unemployment and long and short-term research in order to identify the demand for specialists. This work will resolve previous and current difficulties in identifying which skills should be prioritised and covered in vocational courses.

A further weakness lies in the level of involvement of the social partners. Further efforts are needed to promote social partner participation. So far, not all partners have been actively present. Employers, confederations of industrialists, chambers of trade and commerce, associations of individual industries and labour trade unions are all included here. This lack of involvement has also contributed to the difficulty in identifying skill needs.

The labour market and schools need to improve their links. This is especially true at regional level and includes aspects of school and labour market training, the links between schools and employment offices as well as vocational guidance and counselling.

4.2 Institutional arrangements

In order to move towards a stable vocational training system, the current problems in infrastructure have to be addressed urgently. The severe economic situation has made it very difficult to prioritise objectives and until the drafting of the Vocational Training law there was no basic reform strategy for vocational education and training and no research institutes with the capacity to develop it. The absence of information has compounded the difficulties in identifying priorities.

More generally, improvements are needed in administration and financial and management procedures. Basic infrastructure enhancements are necessary, for example, in the areas of information and telecommunications, especially in rural areas.

Several further basic difficulties have to be overcome. These include: the absence of modern textbooks, obsolete teaching equipment, out-of-date professional teacher qualifications and the high proportion of teachers reaching retirement age.

4.3 Qualifications and training needs

There is currently a shortage of specialists capable of creating the required new national curricula. This affects the development of standards answering the real requirements as well as quality issues in curriculum development. The participation of the Chamber of Commerce in qualification examinations needs to be developed.

Centres for training pedagogical staff for the vocational education and training system and standard requirements for teaching institutions are needed in order to improve quality and raise the level of qualifications.

5. POSSIBLE PRIORITIES FOR FUTURE ASSISTANCE

Future support should focus primarily on action for reinforcing institution-building, developing a national framework of vocational education and training standards, providing incentives to encourage the involvement of enterprises in training and catering for disadvantaged people and areas. The highest priorities are in the following areas:

Measures for monitoring vocational education and training and its links to the labour market

With skill mismatches becoming more evident, technical assistance in forecasting labour market demand and identifying skill shortages is required. In general, research capabilities need strengthening.

Teacher training

Assistance is required in order to create a training system for initial and continuing vocational education teachers.

Encouraging the involvement of the social partners

Funding and training is needed by the social partners to strengthen their organisations so they can be productively involved in vocational education and training reform.

Equality of opportunity

There are severe unemployment problems in certain rural areas and 'single industry' towns. Furthermore, as patterns of unemployment emerge it is becoming apparent that young people, older workers and women are adversely affected. A 'structural funds' approach would give priority to these areas and enhance the overall effectiveness of vocational education and training provision and could help those who are disadvantaged in the labour market.

Development of training and quality standards similar to those of EU countries.

The Phare vocational education and training programme has identified areas for improvement in the quality of teaching. Technical assistance is needed to train officials in dissemination techniques and impact evaluation. Technical assistance and exchange of personnel is required to extend the adoption of international standards and definitions.

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Annexes

1. Key indicators
2. Diagram of the vocational education and training system
3. Legislative framework
4. Responsible bodies
5. International assistance

ANNEX 1

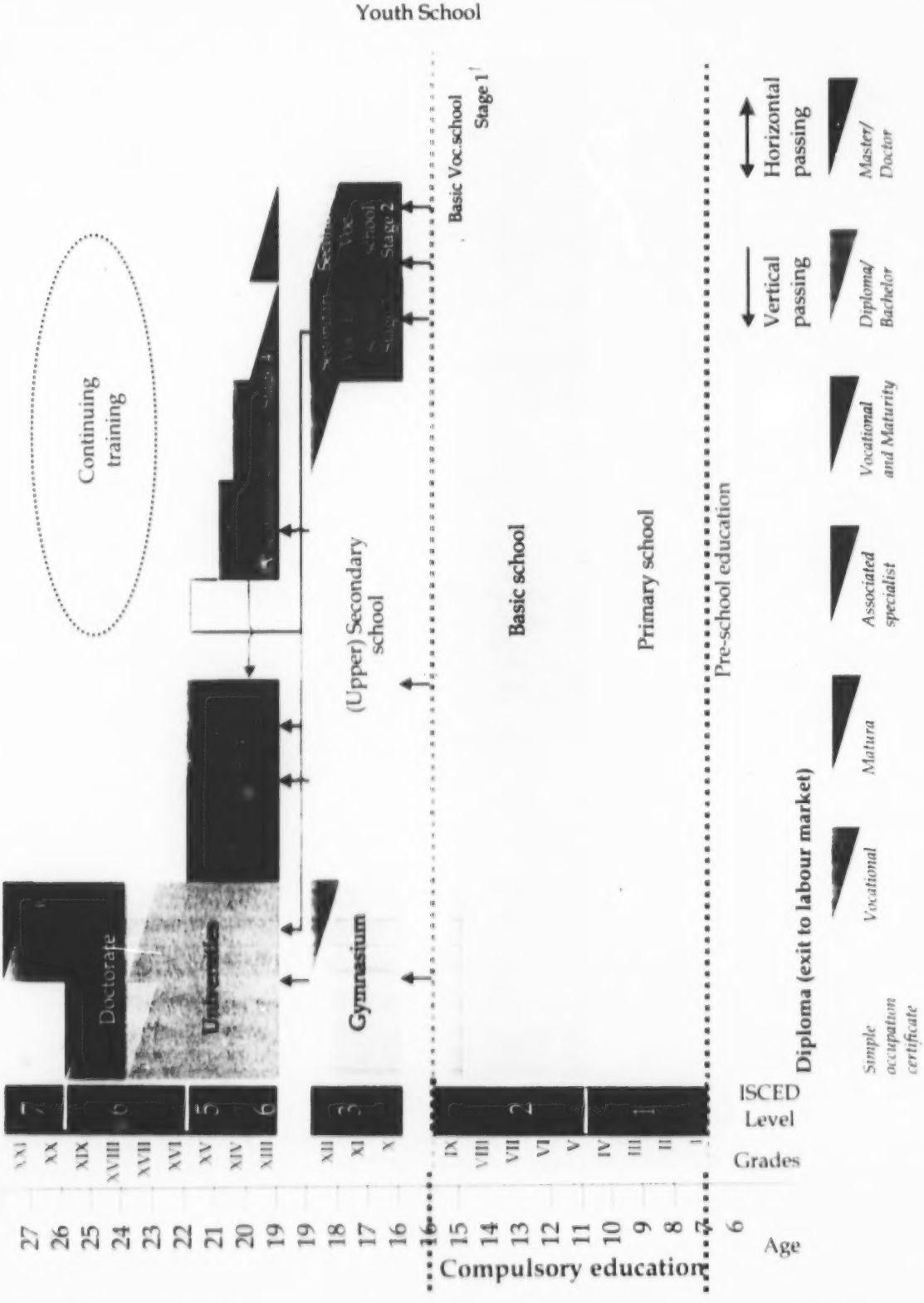
Key Indicators[1]

Indicators	1995		
A. Access and Participation			
1. Participation in education and training of 16 years old of which in vocational education and training	81.94% 32.19%		
2. Participation in education and training of 18 year olds of which in vocational education and training	55.90% 48.59%		
3. Relative importance of vocational education and training in secondary education (in terms of enrolment) Total Males Females	39.10% 47.60% 31.76%		
4. Participation of young people (19 year olds) in post-secondary vocational education and training	34.84%		
5. Educational attainment of the population (25-59 years old)	ISCED 0-2	ISCED 3	ISCED 5-7
Total	14.9%	40.8%	44.3%
Males	15.3%	46.4%	38.3%
Females	14.5%	35.6%	49.9%
(25-29 years old)			
Total	6.2%	50.7%	43.1%
Males	7.6%	53.9%	38.5%
Females	4.7%	47.4%	47.8%
B. Finance			
6. Public Expenditure on Education as percentage of GDP	5.7%		
7. Public Expenditure on VET as percentage of GDP	0.67%		
C. Labour Market Trends			
8. Number of employed	1.812.000		
9. Unemployment rates Total Younger than 25 Older than 25	12.6% 24% 10.4%		
10. Unemployment rates by educational attainment of the population (25-59 years old)	ISCED 02	ISCED 3	ISCED 5-7
Total	10.6%	18.4%	13.2%
Males	11%	17.2%	14.7%
Females	9.8%	20.4%	11.1%

[1] Data provided by National Observatory.

ANNEX 2

Diagram of vocational education and training system



This diagram represents the first stage in the ongoing development of a standard graphical model for vocational education and training systems. Future refinement may include the further alignment of terms, student enrolment and dropout figure, and local language terms.

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ANNEX 3

Legislative Framework

Since the restoration of the independent State of Lithuania, a considerable number of legal acts have been enacted in relation to vocational training. These include:

- Constitution of the Republic of Lithuania - October 1992: Articles 40,41,42
- 1990 Law on Employment: grants social and unemployment benefits to the unemployed and seeks to provide retraining, six months free of cost for every unemployed person;
- 1991 Law on Education: establishes the democratic principles of the modern Lithuanian education system; confirms Ministry of Education responsibility for youth training; few specific references to vocational education and training schools and colleges;
- Law on Research and Higher Education
- Law on Support for Unemployed Persons
- Law on the Chamber of Commerce and Industry
- Convention on Vocational Training
- 1994 amendments to the 1991 Education Law: these relate to the creation of private education institutions, curricula for teacher training;
- 1995 draft Law on Vocational Training (registered in Parliament and awaiting formal adoption - currently under discussion): This law will regulate relations between state governmental institutions, employers and trade unions. The law also regulates initial and continuing vocational training and provides for different functions and responsibilities between the two systems. The law will also define the rights and duties of vocational schools, their social partners, sources of financing and relations between trainees and employers. The draft law confirms key institutions and processes in the Lithuanian vocational education and training system; Ministries of Education and Social Security and Labour, other Ministries, the Lithuanian Vocational Training Council, Council of Experts of the Adult Vocational Training Centres and social partners. Other items covered include: licensing of vocational education and training institutions; counselling, initial and adult training.
- The Law on Vocational Training is currently under discussion in the Parliament (Seimas). Once this law is accepted,problems regarding vocational training and education should be resolved more effectively.

ANNEX 4

Responsible Bodies

Responsibility for education and training is distributed as follows among the national authorities:

- the Ministry of Education and Science (MOES) is responsible for initial vocational education and training;
- the Ministry of Social Security and Labour (MSSL) for adult retraining;
- responsibility for post-secondary vocational colleges and vocational education and training schools lies predominantly with the Ministry of Education, although some professions have specialist schools while other Ministries have responsibility, e.g. the Ministry of Agriculture (MOA);
- the Lithuanian Vocational Training Council provides advice on strategic vocational education and training issues. It consists of representatives from Ministries, vocational education and training institutions and the social partners;
- the Lithuanian Labour Market Training Authority (AVTCC) organises adult labour market retraining via 6 regional labour market training services and 14 regional labour market training centres (to be renamed the Lithuanian Labour Market Authority);
- the Lithuanian Chambers of Commerce are seeking to establish a network of Chamber training centres.

ANNEX 5

International Assistance

Phare vocational education and training programmes

Programme title:	"Vocational Education and Training Reform"
Duration of programme:	3 years
Total budget:	4 MECU
Ministry responsible:	Ministry of Education and Science
Implementing authority:	Programme Management Unit (PMU)
Expected end of programme:	December 1997

Objectives of the Programme:

To assist the Government of Lithuania in modernising and reforming a system of vocational education and training which provide young and adult Lithuanians with the skills flexibility and mobility required in the world market economy as well as in a modern democracy.

In particular, the programme aims to:

- develop and implement new curricula for vocational education and training, including models for national vocational education and training standards and occupational standards, within a number of selected job families (see below), involving, on a pilot basis, 24 vocational schools and 3 adult training centres.
- effectively train teachers in modern educational and teaching methodology and train institutional managers in modern educational management
- establish working relationships with other European vocational schools and training centres
- upgrade learning materials and relevant institution equipment in relation to the implementation of the new curricula
- facilitate the continuous development of educational policy and strategies on national and local levels and the effective dissemination of results

The programme is driven by a pilot school approach with 24 vocational schools and 3 adult training centres representing nine priority sectors for economic and social development in Lithuania. There is a welcome emphasis on service sector activities as follows:

- Primary sector agriculture, food-processing and wood-processing;

- Industrial sector electronics and telecommunications, construction;
- Service sector tourism, graphic design and printing, business services, health and social care, transport.

Nine EU partnership institutions were selected from UK, Denmark (3), the Netherlands (2), Finland (2) and Austria to assist the Lithuanian pilot schools in the field of curricula development, teacher training, learning materials development, equipment needs assessment.

The programme covers a wide range of training aspects (redesigning initial training, post-secondary and continuing training). A total of 250 teachers and 84 school managers have been trained so far totalling more than 15,000 days of training. Other training events were held for learning materials developers, module writers, National Standards group and Steering Committee members.

First year modular curricula for the 9 job families were developed, approved and implemented in the 27 pilot schools as of 1/9/96. Second and third year curricula were drafted and will be implemented in the pilot schools in the forthcoming 97/98 academic year. Social partners are involved in the curricula development process. Modular lists have been developed and education levels defined. Learning materials are being developed.

The equipment procurement process has been finalised and equipment is being delivered to pilot schools.

At policy level, a group of policy makers and subject experts are developing the Lithuanian White Paper on vocational education and training. Furthermore, the National Standards Group has developed a study on National Standards, analysing the present situation in Lithuania, comparing situations in different EU countries and providing suggestions for discussions with national authorities. The National Standards Group established by the Phare programme was officially recognised in 1997 by the Government to act as permanent National institution.

As a result of the SDP programme a Policy Advisory Group was established to prepare and advise on vocational policy.

Baltic co-operation has been established between Vocational education and training PMUs with regular meetings to discuss common issues, problems, exchange of best practice, etc. Synergy with other Phare programmes and other donors in the field of education has also been created.

Dissemination activities: several national conferences were held to raise awareness of the programme objectives and activities. The PMU newsletter "Reforming Steps" is produced quarterly and widely disseminated.

Commitments as of 31 March 1997: 2,180,000 ECU (55%)

Disbursements as of 31 March 1997: 1,414,000 ECU (35%)

GTAF 93 -
Private Sector Development
1993-95

provision of training to middle and top-level managers from selected companies on privatisation issues

GTAF Baltics 92
1992-95

design policies for restructuring the labour market training system
2.0 MECUs (for labour market development)

Tempus projects: have covered Social Sciences, Management and Business, Natural Sciences and Mathematics, Applied Sciences and Technologies, Medicine, Languages, Teacher Training and others. (12.2 MECUs).

Other assistance

Examples of significant bilateral actions with the following partners:

- **The Nordic Council of Ministers:** the secretariat has created a Nordic-Baltic Co-ordination Group on Vocational education and training teacher training to disseminate good practice from existing bilateral Baltic vocational education and training projects.

- **Denmark:** in the field of training of teacher trainers, a joint Lithuanian-Danish project has been launched at the Technology Centre in Kaunas. This project expects to have trained about 100 teacher trainers by the end of 1997.

  Another project has been the development of the so called "learning-company" concept. The concept of the learning company is closely linked to the International Business School at the University of Economic Sciences at Vilnius to reinforce management training.

- **Germany:** the establishment of the institute of vocational education in Kaisaderys and a special Rehabilitation Centre providing vocational training for disabled people, in Radviliskis.

Another project has been the setting up of a 'dual system' for training in metal trades which has been launched in Vilnius.

Experts from the **German** Vocational Training Institute have provided help for the development of curriculum and educational guidelines. All vocational schools offer a compulsory business or economics course. Experts from **Germany, Norway, Denmark** and **Austria** have been involved in developing an appropriate framework for training tourism professionals.

- **Ireland:** a project to support the development of employment services has been set up in the Vilnius area.

- **Norway:** A project for the development of curricula and workshops for plumbing trades (with a particular focus on energy conservation issues) has been carried out at Kaunas.

- A **World Bank** loan has been agreed for US$ 7 million for the computerisation of the whole Lithuanian education system.

  * In 1996, the **Ministry of Education and Science** together with **IBM** began a joint project to computerise general, vocational and further education schools (estimated cost approx. 7 million US$). The project provides for the establishment of regional computer centres and computer centres in schools.

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